



PART-TIME TIMETABLE GUIDANCE

**London Borough of Hillingdon
2025/26**

London Borough of Hillingdon

ATTENDANCE SUPPORT: PART-TIME TIMETABLE GUIDANCE

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1. Purpose

1.1 This guidance is intended to establish agreed approaches for all maintained Hillingdon schools, academy schools, and alternative provision settings, hereafter referred to as 'schools', in the appropriate use of part-time timetables (sometimes referred to as 'personalised' or 'reduced' timetables).

1.2 Hillingdon recognises that use of a part-time timetable is an exceptional measure in any school. This guidance is intended to protect both pupil and school, should a part-time timetable be required.

1.3 The local authority has a statutory responsibility to identify and track any pupil missing education. Any pupil on a part-time timetable is deemed to be at risk of missing education and therefore needs to be identified and tracked.

1.4 It is important to highlight there is no statutory basis upon which to establish a part-time timetable, however, in very exceptional circumstances schools may need to implement one to support a pupil who cannot attend school full-time for a short, agreed period.

1.5 Hillingdon Council remains committed to all children's right to a full-time education offer and makes clear the requirement that a part-time timetable cannot be implemented without written agreement from a parent/carers (and the Virtual School, Social Worker or EHC team at the Local Authority where appropriate).

1.6 Schools have a safeguarding responsibility for all pupils on their roll and therefore must be aware that even with parental agreement to any arrangement they make, they are responsible for the safeguarding and welfare of pupils off-site during school hours.

1.7 Important information which underpins this guidance:

National

- [Working together to improve school attendance](#)
- [Parental responsibility measures for attendance and behaviour](#)
- [Children missing education](#)
- [Education for children with health needs who cannot attend school](#)
- [Alternative provision: education outside school](#)
- [Keeping children safe in education – statutory guidance](#)
- [Working Together to Safeguard Children 2023](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

Hillingdon Council

- [Hillingdon's Attendance Support guidance 2024/25](#)
- [Hillingdon Virtual School Handbook 2024/25](#)
- [Hillingdon's policy for the alternative education arrangements of children who miss school due to health reasons](#)
- [Hillingdon's Children Missing Education Policy 2024](#)
- [Hillingdon's Alternative Provision guidance 2024/25](#)
- [Hillingdon's Exclusions and Suspensions guidance](#)
- Hillingdon's Attendance Strategy (under development)

Relevant legislation

- [The Education Act 1996](#)
- [The Children Act 1989](#)
- [The Education and Inspections Act 2006](#)
- [The Education \(Pupil Registration\) \(England\) Regulations 2006](#)
- [The Education \(Parenting Contracts and Parenting Orders\) \(England\) Regulations 2007](#)
- [The Education \(Penalty Notices\) \(England\) Regulations 2007](#)

1.8 For the purposes of this guidance, the term ‘full-time education’ refers to the principle that all education should be suitable to a child’s age, ability and attitude, considering any special educational need. The assumption is that pupils should receive full-time education, consistent with their Key Stage, over ten sessions with a morning and afternoon registration. A timetable is considered part-time when it consists of something less than that which is provided to the majority of the pupil's peers in that setting.

Reception age pupils

1.9 For reception age pupils it is customary practice to stagger admissions and gradually integrate the children into school. For the untimetabled sessions reception children are not expected to attend, the registration mark would be code X. This code can only be used for the first three or four weeks of the academic year. This is not considered to be a part-time/reduced timetable and there is no need to notify the local authority of these children in this circumstance.

1.10 A small minority of children who are not ‘school ready,’ may need an extended integration period to support their emotional and developmental needs. In this circumstance, the child would be regarded as being in receipt of a part-time/reduced timetable and an appropriate plan must be agreed in partnership with parents and signed consent recorded. The school must notify the local authority of these arrangements. The agreement must focus on ensuring that full-time attendance is achieved no later than the term following the child’s fifth birthday. The correct code for the session the child is not expected to attend is code C regardless of whether the child is of compulsory school age or not.

1.11 Early years entitlements: All pre-school children aged three and four are entitled to 15 hours of government-funded early education per week, starting from the term after their third birthday. In addition, eligible working parents of three- and four-year-olds may access an additional 15 hours per week, bringing the total entitlement to 30 hours per week. From September 2025, the current 30-hour entitlement for eligible working families with three- and four-year-olds will be extended to include eligible working families with children aged nine months and above. For more information, please click [here](#).

1.12 More recently some children are entitled to 30 hours early years provision, dependent on parent circumstance. Children with additional needs and those children undergoing assessment for their developmental needs have the right to access the same opportunities and hours as other children.

2. When might a part-time timetable be used?

2.1 In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a school to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs. A part-time timetable should not be used to manage a pupil's behaviour.

2.2 Part of an in-school support package: School, parent/carer, child (where appropriate) and other professionals agree a short-term (no longer than 6 weeks) part-time timetable to support a pupil who has become disengaged to regain success. This would be a closely monitored intervention to address and manage the impact of significantly challenging emotional or social needs for a short period of time.

2.3 Medical reasons: A pupil has a serious medical issue where recovery is the priority outcome. These arrangements would be part of a "medical plan" agreed between the school and health professionals. This may include physical or mental health conditions. Please see [Ensuring a good education for children who cannot attend school because of health needs](#) before offering a reduced timetable for this reason.

2.4 Reintegration: As part of a planned reintegration into school following an extended period out of school following exclusion, non-attendance, school refusal etc (no longer than 6 weeks). Hillingdon's Attendance Support team should be consulted on all children with irregular attendance or those who have been absent without the school's permission for a continuous period of 10 days or more.

3. Expectations

3.1 In circumstances where the school consider it may be necessary to establish a part-time timetable for a pupil, the school should:

3.1a Ensure that other options have been exhausted before implementing a part-time timetable (i.e., consulted with EHC Team, tailored to child's needs etc).

3.1b Notify and arrange a meeting with the Attendance Support Officer or with their Virtual School Officer if the pupil is a Looked After Child, to ensure there is an appropriate reason for implementing the part-time timetable (virtually or face to face).

3.1c Agree the proposals of the part-time timetable with the parent/carer. If the pupil is a Looked After Child, the discussion should also include their social worker and Virtual School Officer. This will also include a representative from the LA where the pupil has an Education Health and Care Plan and may well include professionals who form part of the team around the family/Child.

3.1d Establish a plan (Pastoral Support Plan, Individual Learning Plan, Personal Education Plan etc) for the part-time timetable which details:

- **The proposed plan** to get back to full-time (in the case of categories 2.1 and 2.2 this should be no longer than six weeks)
- **Details of the review schedule** which include the pupil and their parents to ensure it is only in place for the shortest time necessary
- **The supportive interventions** that will accompany this reduction in time at school
- **Outcome and exit strategies:** how will all parties know this is successful?
- **The named person responsible** for the plan within the school
- **The consideration of safeguarding measures** for the duration. The school must carry out a risk assessment before implementation and this should be recorded
- **Consideration should be given to whether an alternative provision** should be considered to meet the need.

3.1 Send the school's allocated Attendance Support Officer a copy of the agreed plan (set out in Appendix 1) and complete a Part-Time Timetable form via [LEAP](#).

3.2 The plan and the teaching hours must be signed by someone who holds Parental Responsibility; without parental agreement the strategy of a part-time timetable cannot be implemented.

3.3 **Risk Assessment:** A risk assessment of the pupil's needs should be undertaken to assess the impact a part-time timetable. It is essential the pupil's welfare during any absence from school is considered. The risk assessment should include the safety and wellbeing of the pupil as well as the risk of the pupil engaging in criminal activity, substance misuse or being at risk of exploitation or radicalisation whilst not in receipt of education during the school day.

4. Monitoring and Reviewing

4.1 The school must:

- 4.1a** Report the part-time timetable as soon as it becomes operational by sending a signed copy of the teaching hours within the morning and afternoon session (see Appendix 1) and the plan upon which it was agreed.
- 4.1b** Notify the LA by completing an online Part-Time Timetable form via [LEAP](#).
- 4.1c** Send a copy of subsequent reviews and increases of time, up to a maximum of 6 weeks. Attendance Support Officers will discuss part-time arrangements during their termly meetings with schools.
- 4.1d** Ensure arrangements are in place for work to be completed at home, returned to school for marking to moderate the risk of academic decline
- 4.1e** Record the child's attendance accurately on the attendance register:
In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must record the absence accordingly normally using the following codes:
 - **Code X** - Schools maintained by a local authority and special schools not maintained by a local authority can grant a leave of absence, under regulation 11(7) or (8) for a pupil not of compulsory school age to attend school part-time.
 - **C2** - Leave of absence for a compulsory school age pupil subject to a part-time timetable.
 - **Code B** - to be used if the pupil is receiving off-site provision, approved by the school (this code should not be used for any unsupervised educational activity or where the pupil is at home doing schoolwork)
 - **Code D** - to be used where a pupil is registered at two schools. The D code only applies where a pupil is attending a school other than their home school and where that school is coding the pupil's attendance.
- 4.1f** Monitor the overall use of this strategy within the school and report this to governors termly.
- 4.1g** Ensure effective communication with parents/carers about progress towards full-time reintegration to school. If the pupil is known to Social Care, their social worker and Virtual School Officer (as appropriate) should also be included in communication.
- 4.1h** When a pupil has been on a PTTT for 12 weeks (or following two submissions: initial and subsequent), a professionals' meeting must be held. Attendance Support and SEND (where an EHCP is in place) are required to attend. Where applicable, the Virtual School and the pupil's Social Worker must also be invited.

This meeting is mandatory to review the pupil's progress, evaluate the effectiveness of the PTTT, and determine next steps. It ensures that the arrangement remains appropriate, legally compliant, and in the best interests of the pupil.

5. Best Practice

5.1 Schools considering a reduced educational provision must ensure their approach aligns with the legal requirements outlined in Hillingdon Council's Part-Time Timetable guidance and related documents. The Local Authority expects any use of reduced provision is formally approved by the school's Headteacher, following completion of the Checklist for Reduced Timetables. The Headteacher must also ensure the decision forms part of a structured plan to support the pupil's reintegration into full-time education.

5.2 The school should:

- 5.2a** Consult with relevant agencies to determine the education and support provision that would best meet the pupil's individual needs for a fixed term, no longer than six weeks.
- 5.2b** Complete a detailed action plan, agreed with the parents/carers and pupil. The action plan shows a clear path to planned reintegration from reduced provision to full-time attendance over a maximum of a six-week period. Where appropriate, the pupil should be actively involved in this planning. The reintegration-plan should be reviewed regularly (i.e., each week in a 6 weeks' period), to evaluate the impact of the strategies in place.
- 5.2c** In addition, consider if the pupil has any special educational needs, disability or mobility needs. The school should also consider whether it is appropriate to arrange an interim review if, for example the pupil needs have changed, and it is considered this could impact on the ability for the provision to meet their needs. The school must be satisfied their special educational needs can be still met in part-time table.
- 5.2d** Notify or coordinate transport with the Hillingdon School Transport Team for eligibility and or adaptations for transport support. Email schooltransport@hillingdon.gov.uk.
- 5.2e** If the pupil is a looked after child, the school must consult with the Virtual School before a reduced timetable is considered. The school's assigned Attendance Support Officer will work with the school, the Virtual School Officer and the social worker to agree a plan to support educational progress during the part-time timetable period and the return to full-time education.
- 5.2f** Confirm in writing which adults will be responsible for the duty of care for the pupil during school sessions when they are not attending. The school must note that the school retains full duty of care for all children who are on the school roll if they are receiving education off-site.
- 5.2g** Obtain written consent to the arrangements from the pupil's parents/carers. Should parents/carers not agree to the reduced timetable it cannot be implemented, as without parental agreement a reduced timetable would be an unlawful exclusion. A parent signature must be obtained. For a looked after child, the foster carer will need to defer to the social worker to obtain the agreement of the person with legal parental responsibility.

- 5.2h** Keep a central record of the arrangement and review(s) documentation. The school must notify the local authority of a new reduced timetable, or the changes on an existing one, by completing the relevant [LEAP forms](#) and documents.
- 5.2i** Provide sufficient and appropriately differentiated work for any time the pupil is not attending school. Provided the pupil is medically fit, the combination of work completed at home and in school must constitute full-time education. The school should consider how work for when the pupil is not in school will be provided, sent home, marked and how constructive feedback will be given. Also consider how the pupil will be kept in mind and feel included in school life, e.g., how will they continue to have contact with the rest of their class and key staff?
- 5.2j** Record the pupil absence from school for sessions when they are not in attendance as authorised absence (register code C).
- 5.2k** Inform the Local Authority when the pupil returns to full-time education, by completing the PTTT [Cease form](#).

6. What constitutes full-time education?

- 6.1** All pupils of compulsory school age are legally entitled to receive a suitable full-time education, and local authorities have a statutory duty to ensure that all such children in their area receive such an education. There is currently no legal definition of what constitutes 'full-time' education. It may nonetheless be useful for it to be borne in mind that in state schools' children of compulsory school age normally receive around five hours of education a day for about 190 days a year. The [Local Government Ombudsman](#) established that the number of hours of teaching per week considered to represent full-time education is as follows and can be used as a guide:

Reception and Key Stage 1 (Years 1 and 2)	21 hours
Key Stage 2 (Years 3 to 6)	23.5 hours
Key Stage 3 (Years 7 to 9)	24 hours
Key Stage 4 (Years 10 and 11)	25 hours

- 6.2** DfE guidance states that in very exceptional circumstances there may be a need for a reduction in educational provision to meet a child's needs.
- 6.3** A reduced timetable must not be treated as a long-term and permanent solution. The arrangement should always specify an end-date by when it is expected the pupil will return to full-time education (or when an alternative will be provided). The reduced timetable must be reviewed regularly in the light of any changes to the pupil's circumstances. A temporary reduced timetable should provide a means of achieving re-integration to full-time education. It should never be used as a form of exclusion from school for part of the school day, or as permanent provision.
- 6.4** If a pupil is unable to access full-time education due to a diagnosed health need, schools and local authorities must follow the Department for Education guidance Arranging education for children who cannot attend school because of health needs (DfE, 2023).

7. London Borough of Hillingdon responsibilities

7.1 The London Borough of Hillingdon will:

- 7.1a** Ensure part-time timetables are appropriately recorded and monitored
- 7.1b** Report on the numbers of pupils on part-time timetables
- 7.1c** Use the information submitted via the online LEAP form to support trend analysis
- 7.1d** Provide a copy of plans to social care where a pupil has a CP, CIN plan or is open to Stronger Families
- 7.1e** Consult with schools on any case that exceeds 6 weeks and has no imminent plan for full-time reintegration.

8. Children subject to an Education, Health and Care Plan (EHCP)

8.1 When considering a part-time timetable for a child subject to an Education, Health and Care Plan (EHCP) schools must consult with the allocated EHC Coordinator before implementation.

8.2 A part-time timetable should not be used as a long-term solution where a school feels they are unable to meet a child's special educational needs. This should be addressed through an Annual Review.

8.3 If a part-time timetable is agreed for a child with an EHCP, the same expectations apply as to those who are not subject to plan, as outlined in **3.1**.

8.4 Should a child with an EHCP remain on a part-time timetable for longer than 12 weeks, the local authority will seek to make a financial adjustment to the EHCP funds devolved to school at a rate which is pro rata to the time the child spends attending the setting.

9. Helpful Contacts

For advice and to discuss any circumstances, please contact:

- Attendance Support: attendancesupport@hillingsdon.gov.uk
- Exclusions and Reintegration: exclusionsupport@hillingsdon.gov.uk
- The Virtual School (LAC): virtualschooladmin@hillingsdon.gov.uk
- The Virtual School (CWSW): virtualschoolCWSW@hillingsdon.gov.uk
- Vulnerable Learners Support Manager: vulnerablelearners@hillingsdn.gov.uk

10. Appendices

10.1 The following pages include forms for:

- [LBH Part-Time Timetable Initial Notification Form](#)
- [LBH Part-Time Timetable Update Form](#)
- [LBH Cease of Part-Time Timetable Form](#)

10.2 You can also find a range of useful documents to relating to Part-time timetable on LEAP:

- [Part-time timetable flowchart](#)
- [Part-time timetable checklist](#)
- [Part-time timetables: decision-making, planning and notification](#)
- [Matrix of concern](#)
- [Proforma](#)
- [Pupil Voice forms](#)

Key Information and Planning Considerations

PTTT Submission: 1st ☐ 2nd ☐ 3rd ☐

Name of pupil & D.O.B:		Year group/class name:	
School:		LAC: SEN Registered / EHCP Agreed: CIN / CP:	Yes / No SEN / EHCP CIN / CP
Parent / Guardian Name: Relationship to Child:		Named School Professional: (Completing form) Position/ Job Title:	
Date when part-time education is proposed to commence:		Target date for return to full-time education (6-week duration)	
Date of first review meeting (During 6-week period)		Dates of subsequent review meetings (Dates or weekly intervals)	
Any Known Key Professionals: (Social Worker, Early Help, EHC, Virtual School, etc.)	Name & Position:	Named professional allocated to student: (Professional identified by pupil as a safe person or check-in)	Name & Position:

Planning of Part-time Timetable (PTTT)

Main reason for PTTT:
(Delete / Highlight as applicable)

1. Part of in-school support package
2. Medical Reasons (agreed in line with Medical Professionals)
3. Reintegration

Highlight barriers and expand how PTTT will benefit concerns?

How are the barriers to accessing full-time education being addressed by the school?

What are the pupil's views on the arrangements and how have these been taken into consideration?
(Where Applicable)

What are the parents'/carers' views on the arrangements and how have these been taken into consideration?

What measures have been put in place to ensure that the child does not fall behind with their learning?

What pastoral support is in place for the family to access when their child is not attending school?

I have consulted with key agencies involved with the child or family and obtained their views? (Social Worker, EHC co-ordinator etc.) Where an EHCP, CIN or CP plan is in place, you must gain approval and support from the EHC Coordinator and or Social Worker.

4. EHC Co- Ordinator Y ☐ N ☐
Views:
5. Social Worker Y ☐ N ☐
Views:

Attendance Coding – Please use code X, for non-compulsory school age pupils ONLY or C2 for compulsory school age pupils.

Weekly Timetable - Number of Teaching Hours Allocated (Week 1 of 6) <i>(Week 2 for schools operating a 2-week timetable)</i> Total Hours per week:						
	Example:	Monday	Tuesday	Wednesday	Thursday	Friday
<p><i>Include subjects taken when student is in school or receiving provision.</i></p> <p><i>When student is not expected in school highlight if work is to be completed off-site or any other therapies or interventions in place.</i></p> <p><i>Please state number of hours/minutes teaching time per morning/afternoon session per day.</i></p>	P1: 9-10: Music at school	P1:	P1:	P1:	P1:	P1:
	P2:10-1: Maths at School	P2:	P2:	P2:	P2:	P2:
	P3: 11:20-12:20:1-1 intervention	P3:	P3:	P3:	P3:	P3:
	P4:12:20-3:20- Online AP at home	P4:	P4:	P4:	P4:	P4:
	P5: 2-3pm - at Home	P5:	P5:	P5:	P5:	P5:
Weekly Timetable - No of Teaching Hours Allocated (Week 2 of 6) <i>(Week 2 for schools operating a 2-week timetable)</i> Total Hours per week:						
	Time:	Monday	Tuesday	Wednesday	Thursday	Friday
<p><i>Include subjects taken when student is in school or receiving provision.</i></p> <p><i>When student is not expected in school highlight if work is to be completed off-site or any other therapies or interventions in place.</i></p> <p><i>Please state number of hours/minutes teaching time per morning/afternoon session per day.</i></p>		P1:	P1:	P1:	P1:	P1:
		P2:	P2:	P2:	P2:	P2:
		P3:	P3:	P3:	P3:	P3:
		P4:	P4:	P4:	P4:	P4:
		P5:	P5:	P5:	P5:	P5:
Parent Signature:		School Signature:		Date:		

Attendance Coding – Please use code X, for non-compulsory school age pupils ONLY or C2 for compulsory school age pupils.

Weekly Timetable - Number of Teaching Hours Allocated (Week 3 of 6) <i>(Week 2 for schools operating a 2-week timetable)</i> Total Hours per week:						
	Example:	Monday	Tuesday	Wednesday	Thursday	Friday
<p><i>Include subjects taken when student is in school or receiving provision.</i></p> <p><i>When student is not expected in school highlight if work is to be completed off-site or any other therapies or interventions in place.</i></p> <p><i>Please state number of hours/minutes teaching time per morning/afternoon session per day.</i></p>	P1: 9-10: Music at school	P1:	P1:	P1:	P1:	P1:
	P2:10-1: Maths at School	P2:	P2:	P2:	P2:	P2:
	P3: 11:20-12:20:1-1 intervention	P3:	P3:	P3:	P3:	P3:
	P4:12:20-3:20- Online AP at home	P4:	P4:	P4:	P4:	P4:
	P5: 2-3pm - at Home	P5:	P5:	P5:	P5:	P5:
Weekly Timetable - No of Teaching Hours Allocated (Week 4 of 6) <i>(Week 2 for schools operating a 2-week timetable)</i> Total Hours per week:						
	Time:	Monday	Tuesday	Wednesday	Thursday	Friday
<p><i>Include subjects taken when student is in school or receiving provision.</i></p> <p><i>When student is not expected in school highlight if work is to be completed off-site or any other therapies or interventions in place.</i></p> <p><i>Please state number of hours/minutes teaching time per morning/afternoon session per day.</i></p>		P1:	P1:	P1:	P1:	P1:
		P2:	P2:	P2:	P2:	P2:
		P3:	P3:	P3:	P3:	P3:
		P4:	P4:	P4:	P4:	P4:
		P5:	P5:	P5:	P5:	P5:
Parent Signature:		School Signature:		Date:		

Attendance Coding – Please use code X, for non-compulsory school age pupils ONLY or C2 for compulsory school age pupils.

Weekly Timetable - Number of Teaching Hours Allocated (Week 5 of 6) <i>(Week 2 for schools operating a 2-week timetable)</i> Total Hours per week:						
	Example:	Monday	Tuesday	Wednesday	Thursday	Friday
<p><i>Include subjects taken when student is in school or receiving provision.</i></p> <p><i>When student is not expected in school highlight if work is to be completed off-site or any other therapies or interventions in place.</i></p> <p><i>Please state number of hours/minutes teaching time per morning/afternoon session per day.</i></p>	P1: 9-10: Music at school	P1:	P1:	P1:	P1:	P1:
	P2:10-1: Maths at School	P2:	P2:	P2:	P2:	P2:
	P3: 11:20-12:20:1-1 intervention	P3:	P3:	P3:	P3:	P3:
	P4:12:20-3:20- Online AP at home	P4:	P4:	P4:	P4:	P4:
	P5: 2-3pm - at Home	P5:	P5:	P5:	P5:	P5:
Weekly Timetable - No of Teaching Hours Allocated (Week 6 of 6) <i>(Week 2 for schools operating a 2-week timetable)</i> Total Hours per week:						
	Time:	Monday	Tuesday	Wednesday	Thursday	Friday
<p><i>Include subjects taken when student is in school or receiving provision.</i></p> <p><i>When student is not expected in school highlight if work is to be completed off-site or any other therapies or interventions in place.</i></p> <p><i>Please state number of hours/minutes teaching time per morning/afternoon session per day.</i></p>		P1:	P1:	P1:	P1:	P1:
		P2:	P2:	P2:	P2:	P2:
		P3:	P3:	P3:	P3:	P3:
		P4:	P4:	P4:	P4:	P4:
		P5:	P5:	P5:	P5:	P5:
Parent Signature:		School Signature:		Date:		

Part-Time Timetable Risk Assessment

Name of pupil

Date completed

Considerations when implementing a part-time timetable

How this risk relates to this pupil

Anticipated level of risk for this pupil (circle as appropriate)

Measures to be taken to reduce any risk

Risk of the pupil falling behind with their learning

Low Medium High

Risk of missing important educational opportunities/events

Low Medium High

Risk of inadequate supervision when the child is not at school

Low Medium High

Who will the pupil be with when not at school?

Low Medium High

Where will the pupil be when not at school?

Low Medium High

Which school representative will be responsible for the pupil during school hours when not at school? (This includes regular check-ins for safeguarding)

Low Medium High

Potential for increased safeguarding risks, e.g. exploitation, exposure to substance misuse, domestic abuse		Low Medium High	
Is there a risk the Pupil will engage in criminal activity?		Low Medium High	
Is there a risk of substance misuse?		Low Medium High	
Is there a risk of Child Sexual Exploitation?		Low Medium High	
Is there a risk of exploitation or radicalisation?		Low Medium High	
Signed: (member of staff completing risk assessment)		Date:	Do attendees agree to the part-time timetable? (if a risk is identified and measures cannot be taken to mitigate them, then a part-time timetable should not be considered) Yes <input type="checkbox"/> No <input type="checkbox"/>
Signed: (Parent or Carer)		Date:	
Student Signature: (where applicable)		Date:	

Part-Time Timetable Re-Integration Plan

Pupil		D.O.B		Year Group	
School		Diagnosis			
Supported Provision/s	<input type="checkbox"/> SEN Support <input type="checkbox"/> EHCP <input type="checkbox"/> No SEN				
Agencies Involved	<input type="checkbox"/> SAS <input type="checkbox"/> EP <input type="checkbox"/> SALT <input type="checkbox"/> Early Help <input type="checkbox"/> LAC <input type="checkbox"/> CIN <input type="checkbox"/> CP <input type="checkbox"/> Other – Please name:				
Start date of PTTT		Notes:			
Current Attendance					
Hillingdon Attendance Support Team informed of PTTT	Proforma <input type="checkbox"/> Yes <input type="checkbox"/> No Leap <input type="checkbox"/> Yes <input type="checkbox"/> No				
Date of Plan					
Reasons for the Part-Time Timetable: <i>Please tick all that apply. NB: A part-time timetable should not be used to manage a pupil's behaviour.</i>					
<input type="checkbox"/> Medical Needs		<input type="checkbox"/> Plan to address poor attendance			
<input type="checkbox"/> Mental Health Needs		<input type="checkbox"/> Pregnant / Young Mother			
<input type="checkbox"/> Delayed Reception Intake					

Pupil Information – School and Home

Strengths / Interests:		Preferred Activities:	
What is going well? (Brief notes)	SCHOOL	HOME	
What are we concerned about? What are the barriers to school attendance? (brief notes)			
What Strategies/ provision have been put in place?			
Key Adults:			

Re-integration Plan

Long-term Outcome:			
Action Steps	Consideration of the Pupils developmental needs (For example, sense of belonging and self-esteem, emotional and sensory needs, coping strategies, communication and social skills and access to learning and the curriculum)	Person/s Responsible:	By When:
Step 1			
Step 2			
Step 3			
Step 4			
Step 5			
Step 6			

OTHER (for example, changes to the environment, staffing, drop off and pick up)				
			Person/s Responsible:	By When:
Date of review:		Proposed end date of PTTT:		

Part-Time Timetable Re-Integration Plan – REVIEW # _____

Pupil		D.O.B		Year Group	
School		Diagnosis			
Supportive Provision/s	<input type="checkbox"/> SEN Support <input type="checkbox"/> EHCP <input type="checkbox"/> IF <input type="checkbox"/> EYIF <input type="checkbox"/> No SEN				
Agencies Involved	<input type="checkbox"/> SAS <input type="checkbox"/> EP <input type="checkbox"/> SALT <input type="checkbox"/> EYSEN <input type="checkbox"/> Early Help/ Social Care <input type="checkbox"/> Other – Please name:				
Start date of PTTT		Review Meeting Attended by:			
Current Attendance					
Hillingdon AST updated on changes to PTTT	<input type="checkbox"/> Yes <input type="checkbox"/> No				
Date of Review					

Re-integration Plan – REVIEW

Long-term Outcome:			
Action Steps	Consideration of the Pupils developmental needs (For example, sense of belonging and self-esteem, emotional and sensory needs, coping strategies, communication and social skills and access to learning and the curriculum)	Person/s Responsible:	By When:
Step 1			
Step 2			
Step 3			
Step 4			
Step 5			
Step 6			

OTHER (for example, changes to the environment, staffing, drop off and pick up)			
		Person/s Responsible:	By When:
Date of next review:		Proposed end date of PTTT:	

Re-integration Plan – REVIEW – AMENDED /NEW Action Steps

Long-term Outcome:			
Action Steps	Consideration of the Pupils developmental needs (For example, sense of belonging and self-esteem, emotional and sensory needs, coping strategies, communication and social skills and access to learning and the curriculum)	Person/s Responsible:	By When:
Step 1			
Step 2			
Step 3			
Step 4			
Step 5			
Step 6			

Amended/ new action OTHER
(for example, changes to the environment, staffing, drop off and pick up)

		Person/s Responsible:	By When:
Date of next review:		Proposed end date of PTTT:	

Parental Consent: *I hereby agree to the part-time timetable as outlined in the attached plan and proforma.*

Parent / Guardian Name:

Parent / Guardian Signature:

Student Name:

**Student Signature:
(Where applicable)**

**Named School Professional
completing form:**

School Signature:

Position / Job Title:

Date:

Checklist

Consideration	Yes	No	Not applicable
Has a written evaluation, indicating why there is a need for this pupil to have a part-time timetable, been completed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has a risk assessment been completed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have measures been put in place to mitigate any risks identified on the risk assessment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you have evidence of parents'/carers' consent for the arrangements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Are there clear timescales on the plan that indicate a target date for the pupil to return to full-time education?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If the pupil has an EHCP, has a review taken place and have any relevant amendments been made to this?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does the child have a social worker and, if so, are they aware?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is the child looked-after and, if so, has the virtual headteacher/ officer been informed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have all other relevant parties been informed in line with national or local requirements (e.g. the local authority)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>